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ABSTRACT

Project CAST serves educationally handicapped students, ages 14-21, who are receiving special education services for more than half of their school day. The program focuses upon the students' development of skills necessary to foster independent living, wise career decision-making, and successful entry into the world of work. The model uses a carefully designed integration of community and school-based developmental learning experiences. CAST is a four year, four-phase program which offers subject area course credits required for graduation. Students generally enter the program in the ninth grade in Phase I and end the program with Phase IV upon completion of high school. Phases I through IV involve career awareness, career exploration, career investigation, and on-the-job training/work study. Concluding this booklet is a list of available Project CAST items. (JH)

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PROJECT CAST

An Adventure In The World of Work

EC 165172

Project CAST

Charles County Board of Education

La Plata, Maryland 20646

John H. Bloom, Superintendent

- *There are **13.1 million** disabled persons 16-64 years of age.

- *Of the **13.1 million** disabled persons, **4.3 million** are in the labor force.

- ***64%** of the people with disabilities have yearly incomes of **less than $7,000.00.**

- The cost of dependency among unemployed disabled individuals currently exceeds **$115 billion** per year and is escalating rapidly.

*Source: ***U.S. Bureau of the Census, March 1982 Current Population Survey***

Handicapped students are learning about the world of work and are gaining basic life skills in the least restrictive environment . . .

in the community . . .

where it counts!

A mission of the school is to prepare youth to enter the world of work. Project CAST accomplishes this goal by integrating classroom learning with work related experiences in the community . . .

Project CAST:

The Community and School Together

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Project CAST is based on the concept that learning occurs in many environments; the community, school, and home together provide the arena for student growth.

PHASE I

- **CURRICULUM**
- **SELF ASSESSMENT**
  "Learning About ME"
- **OCCUPATIONAL KNOWLEDGE**
  Field Trips
  Guest Speakers
  Various Media
  Career Centers
- **JOB ACQUISITION, MAINTENANCE, & TERMINATION**
  Work habits, attitudes, and skills in my role as a student

PHASE I:
CAREER AWARENESS

In the Career Awareness phase, students learn about the variety of occupations available in the community. Representatives of business and industry become the world of work teachers as they present information to classes of students and host field trips. Approximately seven field trips occur during the school year. During each field trip three sites are generally visited. School-based instruction includes functional activities designed to promote self awareness, occupational knowledge, job acquisition, and independent living.

Phase I provides students with an opportunity to collect and sort out occupational information and personal information.

PHASE II

- **CURRICULUM**
- **SELF ASSESSMENT**
  Matching 'ME' to jobs
- **OCCUPATIONAL KNOWLEDGE**
  Shadowings
  Guest Speakers
  Various Media
  Vocational Evaluation
  Work Samples
- **JOB ACQUISITION, MAINTENANCE, & TERMINATION**
  Work habits, attitudes, and skills expected in the occupations of interest to me

PHASE II:
CAREER EXPLORATION

In the Career Exploration phase, students select occupations of interest and gain in-depth information. Students research the occupations and are given the opportunity to have guest speakers and to spend a day with a worker in each occupation of interest. Four to six teacher monitored shadowings (one-day site experiences) are scheduled during the school year. School based instruction addresses both independent living and the identification of interests, abilities, and needs and occupations which match these factors. Many diverse methods and materials are used in Phase I and II; a few of these are: interest survey instruments, vocational evaluation, role play, simulation activities, and work samples.

Phase II serves as a basis for students to measure or match themselves to occupations of interest and begin to make some tentative career decisions.

PHASE III

- **CURRICULUM**
- **SELF ASSESSMENT**
  Select occupations which meet my personal priority concerns
- **OCCUPATIONAL KNOWLEDGE**
  Four three-week job samplying experiences
  Research on specific job characteristics
  Career Centers
- **JOB ACQUISITION, MAINTENANCE, & TERMINATION**
  Work habits, attitudes, and skills are monitored directly at my sampling site

PHASE III: CAREER INVESTIGATION

In the Career Investigation phase, students choose four occupations to "try-out". Students are placed on a work site for approximately three weeks. This allows students the opportunity to follow the daily routine of the employee, to gain job information first hand, and begin to develop entry-level job skills. The student's progress is regularly monitored by the teacher. The site experience is evaluated by the employer, student, and teacher. In classroom instruction focuses on furthering the development of independent living skills and assisting students to validate assumptions made regarding the student's "desired" occupation.

Upon completion of Phase III, students are prepared to initiate, with support, the job seeking process. Students have the information and skills necessary to make some personal career decisions and begin entry level employment.

PHASE IV

- **CURRICULUM**
- **SELF ASSESSMENT**
  Evaluation of my total performance at my work site
- **OCCUPATIONAL KNOWLEDGE**
  Train at my work site and learn to perform the specific tasks and duties of my job
- **JOB ACQUISITION, MAINTENANCE, & TERMINATION**
  Interview and apply for a job
  Work habits, attitudes, and skills are monitored and evaluated at my site

PHASE IV: ON-THE-JOB TRAINING/WORK STUDY

In the On-The-Job Training/Work Study phase of the Project CAST program, students locate entry level employment. While students are looking for employment, trained project staff assist them in their job seeking endeavors. Once students begin work, the teacher provides regular on-site and in-class support throughout the school year. In-class instruction enhances the student's social and emotional adjustment in the working world and development of independent living skills.

Upon completion of Phase IV, students have experienced the job seeking process and one or more entry level jobs. Students leave Project CAST with a long range career plan, job references, a job portfolio, job seeking skills, and a variety of actual work experiences.

Looking forward to a productive future . . .

INFORMATION AND RESOURCES

☐ I would like to have someone from Project CAST contact me.

☐ I would like to visit the Project CAST demonstration site.

I am interested in receiving the following items:

☐ Project CAST Brochure

☐ Project CAST Community Participation Booklet

☐ Project CAST Educational Program Planning Booklet

☐ Project CAST Life Skills Objective Guides

☐ Project CAST Newsletter 'Special Times'

☐ Project CAST Overview

☐ Project CAST Procedural Handbook

☐ Project CAST Resource Person Handbook

☐ Project CAST Sample Evaluation Plan

☐ Project CAST Teacher's Manual

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